WYOMING
DEPARTMENT OF EDUCATION

2014-15 High School Performance Report

District Name: **Sweetwater #1**

School Name: **Rock Springs High School**

Grades Served: **9-12**

Enrollment: **1366**

PARTIALLY MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on three indicators: Achievement, Overall Readiness, and Equity.

The FOUR performance levels are:

- **EXCEEDING EXPECTATIONS**
- **MEETING EXPECTATIONS**
- **PARTIALLY MEETING EXPECTATIONS**
- **NOT MEETING EXPECTATIONS**

Click this link for contacts and more information about the Wyoming Accountability in Education Act (WAEA).

School Accountability Implementation Handbook

Note: In order to have an indicator score, a school must have 10 students with evidence on the indicator. When available up to two years of prior data was included to meet this minimum student count.

	School Indicator Performance Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.		
Indicator	**Category**	**Count of Students**	**Description**
ACADEMIC PERFORMANCE			
Equity	**Below Targets**	152	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of grade eleven students who had low reading and math test scores in the prior year.
Achievement	**Below Targets**	298	Achievement is the percent of student test scores proficient or above in grade 11 on ACT subject area tests of mathematics, reading, science, and English/writing.
Growth	**Below Targets**	568	Growth is a median student growth percentile (MGP) in reading and math combined for all students during grades ten and eleven as measured on subject area tests of the Explore, Plan, and ACT.
OVERALL READINESS			
Graduation Rate	**Meeting Targets**	314	Graduation rate is a measure of the extended rate (i.e.,four year on-time cohort plus five, six and seven year graduates).
Additional Readiness	**Below Targets**	263	Additional ReadinessHathaway index based on unweighted GPA, highest ACT composite score, and the success curriculum level reported on the transcript(weight = 40%).Tested readiness is an index based on composite scores on the Explore, Plan, and ACT (weight = 30%).Percent of grade 9 students earning 1/4th of the credits needed for graduation (weight = 30%).
Participation Rate	**Met**		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

Contact Information:
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Indicator Catergories	Performance Categories and Associated Scores		
	BelowTargets	Meeting Targets	Exceeding Targets
	ACADEMIC PERFORMANCE		
Equity	< 47	>=47 and < 60	>= 60
Achievement	< 32	>= 32 and < 45	>= 45
Growth	< 47	>= 47 and < 60	> 60
	OVERALL READINESS		
Graduation Rate Indicator*	< 80	>= 80 and < 90	>= 90
Additional Readiness Indicator**	< 68	>= 68 and < 79	>= 79
	*** Cut scores for schools vary based on the sub-indicators available.**		

2015 Performance Level Descriptors for High Schools

Exceeding Expectations
This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on at least one other performance indicator – equity or readiness – while meeting target on the other indicator.

Meeting Expectations
Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had acceptable or better levels of achievement, student readiness, and/or in promoting equity for students with below-proficient achievement.

Partially Meeting Expectations
Schools in this category demonstrated either unacceptable levels of achievement *or* were below target on improving the achievement of below-proficient students *and* on graduation rate and tested readiness. Many schools in this category showed acceptable performance in promoting equity based on growth for low achieving students *and/or* met target for student readiness.

Not Meeting Expectations
Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools have low levels of achievement, fall short of targets on graduation and tested readiness, and have large achievement gaps that show little or no improvement.

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